

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Alphonse Cervello

Official School Name: West Boulevard Elementary School

School Mailing Address: 6125 West Boulevard
Youngstown, OH 44512-5678

County: Mahoning State School Code Number: 038539

Telephone: (330) 726-3427 E-mail: al.cervello@boardmanschools.org
Fax: (330) 726-0397 Web URL: www.boardman.k12.oh.us/bdwb/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Frank Lazzeri Superintendent e-mail:
Frank.Lazzeri@boardmanschools.org

District Name: Boardman Local District Phone: (330) 726-3404

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Ken Beraduce

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
7 Total schools in district
2. District per-pupil expenditure: 8532

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	55	27	82		7	0	0	0
1	49	41	90		8	0	0	0
2	39	37	76		9	0	0	0
3	57	36	93		10	0	0	0
4	38	51	89		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								430

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
9 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	22
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2009	437
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 35%
 Total number of students who qualify: 154

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>7</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>6</u>	<u>8</u>
Total number	<u>36</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	94%
Teacher turnover rate	3%	0%	0%	3%	6%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

As seen in the above data, teacher attendance was below 95% during the 2005-2006 school year. During that time frame, two West Blvd. staff members took maternity leave followed by a contractual parental leave of absence. A fourth grade teacher took a family medical leave due to the failing health of a spouse. This medical leave encompassed three-fourths of the 2005-2006 school year. West Blvd. Elementary School also had a first grade staff member who required surgery during December to repair a leg injury. Her recovery was extensive and required time away from school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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West Blvd. Elementary School has approximately 34% economically disadvantaged students. The number of students who qualify for financial assistance has steadily increased in our school over the past few years. The numbers below indicate only the number of students who applied and qualified while attending our school. These numbers are not reflective of students who enrolled and were already receiving assistance.

2007/2008 85 free lunch 45 reduced lunch

2009/2010 132 free lunch 22 reduced lunch

We place strong emphasis on improving student achievement, as well as social and emotional needs, by involving the community in our school. Our school is an Ohio Partnership School and as such, we take a vigorous approach to encourage the active participation of outside resources in our school.

The Continuous Improvement Plan (CIP) Team utilized an “I am Important” theme to begin building a positive school climate. Utilizing this particular theme, which discusses how to be respectful and a good friend, brought about two mission statements for our school. One mission statement was created by the staff and administration, while the other one was student created. Both statements contain an underlying factor of love. We love all our students and when the parents and school community know and believe this to be true, there is nothing that is unattainable.

West Blvd. Elementary School’s Social Contract

I am Important

I am an important part of West Blvd. Elementary School,

I deserve to be treated with kindness and not to be laughed at or teased.

I deserve not to be bullied, threatened, pushed around or have my property destroyed.

I deserve to express my opinions or ideas and have them accepted by others.

I deserve to learn and share myself with others and express my feelings without being criticized.

I deserve to be myself and be treated fairly.

This makes no difference on how I look or think or whether I am a boy or a girl.

I deserve to be respected as I respect others.

I can be a friend and I have a lot to offer in a friendship – honesty, fun, sharing with one another, caring for one another, and having good feelings for one another.

I am Important

MISSION STATEMENTS

At West Blvd. Elementary School we the students:

Love to learn

Earn an education

Achieve excellence

Respect others

Never say never...

(and LOVE each other.)

At West Blvd. Elementary School we the teachers:

Think responsibly
Establish high goals for success
Achieve through opportunities
Care about community involvement
Have a clean safe environment...
(and LOVE our students.)

The West Blvd. Elementary School staff believe it is necessary for all stakeholders to understand the expectations set for our students, parents, and staff. Our CIP Team, with the input from parents and community members, established and continues to maintain our school's Continuous Improvement Plan (CIP). Our plan has two goals: 1. to improve student and parent understanding of standardized tests, teacher, and district expectations, and 2. to have students demonstrate improvement in problem solving and math skills. Strategies, person(s) responsible, timeline and assessments for achieving our CIP goals are made available to the entire school community and are revisited regularly.

The stakeholders reviewed, discussed, and compiled data from past Ohio Achievement Tests/Assessments, current trends in school demographics, and student need. It was apparent that student expectations, both academic and social, as well as math problem solving and math skills were areas of concern. The mobility rate of students entering or leaving our school increased by 10%, while our economically disadvantaged population increased by 12%. Discipline referrals to the office in 2003/2004 totaled 191 students with a daily attendance rate of 95.7%. All of these areas of concern were factors in our dismal 2003/2004 OAT results. Our students showed a decline in math, writing, science and citizenship while not meeting the indicators required in math and citizenship.

The idea of teaming was created in order to establish a culture of teamwork and ownership during the summer of 2005. West Blvd. Elementary School is comprised of 20 regular education teachers, four per grade level. Currently, our second, third and fourth grades are departmentalized within a two-teacher team. Two teachers are departmentalized in the content areas of mathematics and science and two in language arts and social studies. The interdisciplinary paired teachers schedule together, while the content related staff plan together on a weekly basis. This method allows for flexibility within the paired classrooms and enables greater accountability and ownership for student success throughout these grades.

The introduction of inclusion for our special education and Title I students was built on the teaming approach. This allowed us to obtain the best practice of providing additional support in the least restrictive environment. We put inclusion into practice through professional development, a new master schedule, new Title I staff, and clarification of responsibilities and expectations, we put inclusions into practice. Our students receive all math instruction and intervention in the regular education classroom. Support periods are available, if needed. However, our data has shown that inclusion has been successful for our students.

The West Blvd. Elementary School staff believes we need to work together with parents, caregivers, and the community to provide our students the best education possible. Our school is involved with many of our local organizations and civic groups. We have partnered with Youngstown State University on many fronts, including student teaching experiences, observations, mentoring, web site design and instruction, as well as integrating technology into instruction. Our school's involvement with non-profit organizations include, but are not limited to Toys for Tots, The United Way, St. Jude's Research Hospital, Big Brother Big Sister, and the American Cancer Society. We have an ongoing working relationship with the Youngstown Community Food Bank, Green Team, Making Kids Count, and local museums. Civic groups such as Lions Club, Optimists International, Kiwanis Club, and Rotary Club help us reach our educational goals. Local business partnerships provide funding sources, program staffing, and educational opportunities such as field trips, and assemblies for our school.

Parents who are available during the school day are a vital part of the educational process. Parents work with teachers on classroom activities, individual skill assessment, and reinforcement of concepts covered in class. Parent volunteers are mentors in our award winning Math Mentoring Program as well as classroom guest readers. Our parents can either contact the school or the Parent Teacher Association

(PTA) for information about getting involved. The PTA is comprised of approximately 33% of our total student family population and is actively involved within the school setting. These activities foster a positive school climate and reinforce our team approach to success.

What makes West Blvd. Elementary School a school worthy of Blue Ribbon status...high, exceedingly high, expectations! We don't just set high expectations for the students, we set them for the entire school community, including the staff and administration. Our expectations encompass the total student, which includes academic, social and emotional needs and well-being. The entire West Blvd. Elementary School staff does whatever it takes to make sure the students are safe, cared for, and receiving the best education possible.

The administration and staff go above and beyond in all aspects of the educational process. The school places arts at the same level of importance as mathematics and reading. All grade levels perform on stage every year for their parents and grandparents. Also, students invite a special guest for lunch school to promote school culture and ownership. Staff members donate their time for activities such as our annual school sleepover and intervention programs.

West Blvd. Elementary School staff sets high expectations on how we are perceived by our students and community. We foster open communication from our homes in the evening and make home visits to families who are unable to come to school for meetings. We advocate for all children and believe that all children deserve the finest opportunities a community and school can provide. We demand this of all stakeholders and will accept nothing less. We do this while always remembering the key ingredient, love. We love all of our students unconditionally. Love is what drives West Blvd. Elementary School to high expectations, love is what fosters our school culture and love is what makes West Blvd. Elementary School stand out above the rest.

1. Assessment Results:

For over 12 years the Ohio Department of Education has utilized both the Ohio Proficiency Tests (OPT) and the Ohio Achievement Tests (OAT) to measure students' academic performance. The Ohio Proficiency Tests were criterion-referenced tests that assessed fourth, sixth, and ninth grade students in reading, writing, mathematics, science, and citizenship. As a result of Ohio's adoption of academic content standards and the requirements of No Child Left Behind, the state began phasing out the OPT and phasing in the Ohio Achievement Tests during the 2003-2004 school year. The OAT is a criterion-referenced test that is aligned to Ohio's academic content standards and is administered in reading and mathematics to all students in grades three through eight. Science and social studies are administered at the middle school and high school level.

Third and fourth grade students at West Blvd. Elementary began taking the Reading Achievement Test during the 2003-2004 school year and then added the Math Achievement Test during the 2004-2005 school year. The Ohio Achievement Test is a criterion-referenced test and had traditionally been administered during the month of March. Beginning with the 2006-2007 school year, the testing month was moved to late April and/or early May. The Ohio Achievement Test includes five rankings for student performance: Advanced, Accelerated, Proficient, Basic, and Limited. In order to meet the state standard a student must score proficient, or higher. The state of Ohio expects that each student will score proficient or higher and that 75 percent of all students in a building or district will earn a proficient score or higher on each subject area assessed by the OAT. Building, district, and statewide results on the OAT are reported by the Ohio Department of Education through the Local Report Card. Additional information can be found at www.ode.oh.us.

Trends from the past few years show that West Blvd. Elementary students continue to improve in both reading and math. Third grade reading scores have risen from 90.8 % proficient students in 2003-2004 to 98.8 % proficient students in 2009-2010. Math scores also increased from 90.7% proficient students in 2004- 2005 to 98.8 % proficient students in 2009 -2010. Fourth grades reading scores have also risen from 82.4% in 2003-2004 to 98.8% in 2009-2010. Fourth grade math scores improved from 73.6% in 2003-2004 to 100% in 2009-2010. The steady rise in scores is the result of focused professional development centered on Ohio's Academic Content Standards, diagnostic testing starting in kindergarten, continuous progress monitoring throughout the grades, and always focusing our efforts on the whole child. Information gathered from assessments is used to help guide instruction, provide timely interventions, and assess the ever changing needs of all students.

The Performance Index Score reflects the achievement of every tested student. The score is a weighted average of both reading and math tests in third grade. The most weight is given to the advanced students (1.2), followed by accelerated students (1.1), proficient students (1.0), basic students (0.6) and limited students (0.3). This creates a scale of 120 points with 100 or higher being the goal. West Blvd. Elementary School's Performance Index has risen from 96 in 2003-2004 to 112.4 in 2009-2010. This was the highest Performance Index of any kindergarten through fourth grade school within the state of Ohio.

At West Blvd. Elementary School, the teachers and staff believe that all students can and will learn. On the state assessments the data gains are a direct result of this belief. Information from Ohio's testing is also disaggregated to give additional insight regarding students from various subgroups. This is used to drive instruction in both the regular classroom and the resource room. Throughout the year, individual students are formatively assessed and results are used to ensure that each student is on track to make at least one year's growth in academic progress. West Blvd. Elementary special education students traditionally perform at a proficient level or above given appropriate accommodations. During the 2009-2010 school year, West Blvd. Elementary School has been recognized by the Ohio Department of

Education as an *Excellent School with Distinction*. The award recognizes schools that have at least 75% of their students, including their special education population, proficient in reading and math on the Ohio Achievement Tests and have made expected growth between one year and the next.

2. Using Assessment Results:

West Blvd. Elementary School uses both formative and summative assessment data daily to drive instruction and improve student and school performance. Before the beginning of the school year, the Continuous Improvement Team (CIP) meets to discuss assessment results on the Ohio Achievement Test and End-of-the-Year Tests from the previous year. The team develops goals for the year, identifies staff responsible for carrying out the action plans for each goal, and how the goals will be evaluated. Professional development opportunities are created to support the CIP and are offered during the year as professional in-service days or after school commitments.

Through a collaborative learning process, teachers also engage in conversations about student data, for instance, grade level end-of-the-year assessments, third and fourth grade achievement scores and on-going diagnostic results in reading, writing, and math. At the beginning of the new school year students are given a variety of diagnostic tests to determine the levels of achievement within the class and to identify students who need interventions. All students are assessed using universal school-wide screenings in early literacy, reading fluency, reading comprehension, early numeracy, math computation and written expression. Students are monitored three times during the year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Using data from these screeners, along with other classroom and/or diagnostic assessments, students may receive additional and increasingly more intense intervention strategies which may include Title I services, Response to Intervention services (RTI), Math Mentor Program, Read Naturally Program as well as the change of placement into an inclusion classroom. The Intervention Assistance Team (IAT) will meet prior to implementing additional intervention to get input from the teacher, parents, support staff, psychologist, and building administrator. The CIP Team's goal is to help establish appropriate interventions for students to be successful in class as well as outside of the classroom setting. Students are given opportunities to monitor their own progress by graphing their progress in various content areas.

3. Communicating Assessment Results:

The academic success of West Blvd. Elementary students is a reflection of the commitment to excellence and partnership among West Blvd. students, staff, and parents. Each student's performance is discussed with parents throughout the school year. West Blvd. conducts, at minimum, two scheduled parent teacher conferences per year, sends home four interim reports and four report cards for every student annually. Teachers communicate with parents by way of classroom newsletters, phone calls, Teacher Education Connection (TEC), e-mail messages, student planners, written notes, and West Blvd. Elementary School's web page. The principal's monthly newsletter is used to keep parents informed of upcoming events and information about test dates, test-taking suggestions and results of our scores on Achievement Tests. This newsletter is sent home with the students and is on line in conjunction with our Parent Teacher Association's (PTA) monthly publication.

Parent generated assessment reports are provided by the Ohio Department of Education and sent home from the school. This Student/Family Report contains an introductory letter to the parents about the assessment, bar graphs and performance charts of the student's results, and an in-depth, easy to understand explanation of the results and their significance. Anyone may access the District Report Card which contains information regarding all indicators that have contributed to the Academic Excellence of the District either on the school district's web site, (www.boardman.k12.oh.us/bdwb/index.html), or the Ohio Department of Education's website, (www.ode.state.oh.us). In addition to these websites, a newsletter is sent to every household within the school community reporting assessment results. Parents of students in grades kindergarten through second receive regular diagnostic assessments of their child's progress. All parents are required to participate in conferences so questions regarding these assessments can be answered and reviewed.

4. Sharing Lessons Learned:

At West Blvd. Elementary we have a collaborative relationship with colleagues within our school as well as within the district. Professional development opportunities are scheduled during the year where all elementary teachers discuss best practices to promote high achievement for all students. Teacher liaisons to the Mahoning County Educational Service Center share content area updates and demonstration lessons during common planning times and at staff meetings.

We maintain a positive relationship with Youngstown State University and have served as a site for Youngstown State University's Teacher Education Center. This program gives prospective teachers the opportunity to observe classrooms and to plan lessons under the direction of university instructors and West Blvd. teachers. Several of these students have become teachers or tutors at our school. In addition, our administrator has been an active participant on Youngstown State University's Professional Educators Council. University students from several local colleges visit our school as part of their teacher observation requirements.

The staff collaborates and models best teaching practices for teachers and administrators in other school districts as well. Educators from other districts visit West Blvd. Elementary to observe the effective practices implemented by our staff, particularly in our Math Mentor program, Big Brother Big Sister program and how we use data to meet the individual needs of all students. In addition to visits from other schools, several staff members have traveled to neighboring schools to share ideas and participate in workshops regarding literacy strategies, inclusion, and co-teaching. West Blvd. recognizes the efforts of our stakeholders and community partners and updates them on the happenings of the school regularly. We appreciate their time and generosity and remind them of that frequently through letters, phone calls, luncheons, and special events.

1. Curriculum:

An integrated curriculum has been implemented in the kindergarten through fourth grade elementary program so that all students are engaged in a meaningful learning experience. Our curriculum uses scientifically based resources and materials that allow us to provide instruction to meet the needs of our students. Teachers differentiate instruction with the help of Title I staff, Special Education staff and teacher aides, to meet the needs of all learners in every subject area that is aligned to the Ohio Academic Content Standards. Technology is incorporated into all core subjects. West Blvd. Elementary has a computer lab, as well as access to computers in each classroom. In conjunction with computers, assistive technology such as, an Elmo, an Interwrite Board/Pad, Turning Point software and an LCD projector are utilized to achieve interaction among all students in all areas. The use of these components help to prepare students to meet the requirements necessary for success at each grade level.

Language Arts: The Ohio Academic Content Standards for Language Arts form the basis of West Blvd. Elementary School's approach to literacy development. The standards encourage the writing process and provide expectations for students to become confident and effective communicators. Fiction and non-fiction selections form the foundation of our program and are drawn from a variety of sources including basal reading books, read aloud books, trade books, Weekly Reader magazines, and various technology resources. Language Arts instruction is supplemented with the Standardized Test for the Assessment of Reading (STAR) Reading, Early Star Reading, Accelerated Reader (AR), Guided Reading and Literature Circles. Instruction is delivered utilizing whole groups, small groups, guided reading lessons and one-on-one conferences. These versatile, multi-sensory programs were chosen to support our reading curriculum in the general education, intervention and special needs classrooms, resulting in excellent scores on state-wide achievement tests.

Mathematics: Students at West Blvd. Elementary School have many opportunities to use and develop mathematical skills in the following Ohio Content Standards: number, number sense, and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability and mathematical processes. These standards provide a comprehensive foundation for all students to think, reason, and write mathematically. Manipulatives are utilized to help students develop a deeper conceptual understanding of math processes. Students are introduced to mathematical concepts throughout the day and are encouraged to use multiple strategies for problem solving.

Science: The science curriculum for kindergarten through fourth grade provides students with the opportunity to develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They learn how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others. Classroom instruction is supplemented with our own school based greenhouse, compost station and land lab. It is further supplemented by utilizing the Mill Creek Metro Parks, utilizing the Carnegie Science Center and COSI traveling assemblies, and the Green Team who help enrich our students through various hands-on activities and lessons.

Social Studies: The social studies curriculum for grades kindergarten through four is designed to provide students with the tools needed to demonstrate citizenship, appropriate decision making, problem solving, and knowledge of the framework of our community and state. Our social studies curriculum fosters student understanding of the Ohio Academic Content Standards, which include, history, people in societies, geography, economics, government, and citizenship rights and responsibilities. Teaching methods used to accomplish this include lectures, projects, primary and secondary sources, speakers, field trips and technology. Ultimately, these experiences and skill mastery will enable students to be productive citizens.

Fine Arts: Collaboration between fine arts teachers influence and enhance student learning to its fullest potential. Teachers follow the Ohio Academic Content Standards as they integrate physical education, art and music in their daily lessons taught in the classroom. Our fine arts curriculum is an integral part of all

parent programs throughout the school year that corresponds with our mission to give our students the best education possible. All of the students at West Blvd. perform on our stage every year while our elementary chorus performs for our parents, student body, and surrounding schools numerous times over the course of a year. West Blvd. students have artwork displayed at Youngstown State University as well as Akron Children's Hospital and all students participate in a culminating physical education event at the closing of every year.

Physical Education: Physical Education (P.E.) is important to the students, staff, community, and administration at West Blvd. Elementary School. General education classrooms have scheduled P.E. times twice a week for 40 minutes each session. Every P.E. class begins with routine cardio which lasts for one minute and establishes a maintainable heart rate. Skills are cumulative and are reinforced during each class. An end of year event concludes the Physical Education standards which allows parents and students to see the gains made within the P.E. classroom throughout the course of the year. Physical Education has also become an increasingly important aspect of our winter, inside recess, activities.

Health: The Health curriculum is intertwined within our Science and Physical Education Standards at West Blvd. Elementary School. Health is taught within P.E. class as well as the science curriculum. Grades are a combination of both classes and the teachers collaborate during each grading period to establish them.

2. Reading/English:

The students' reading skills are developed through researched based reading programs. Our school uses Rigby's Guided Reading and the computer based Read Naturally Program to promote fluency and comprehension skills. Scott Foresman's "My Sidewalks on Reading Street" is used to promote decoding skills and high frequency word knowledge. Reading skills are reinforced in the classroom through guided reading and literature circles. Progress is monitored through the DIBELS testing and through the computer based AR comprehension quizzes. By utilizing both tools a more complete assessment of students is attained.

Teachers in kindergarten through fourth grade use the results from diagnostic assessments to identify student strengths and weaknesses. Title I, Response to Intervention tutors, parent helpers, regular education teachers, and special education teachers provide small group interventions which emphasize fluency, word attack skills, comprehension, grammar, phonemic awareness, and vocabulary development.

Teachers guide reading instruction within the classroom in both whole class and small group settings. Guided reading, read alouds, silent sustained reading, peer reading, and literature circles are some of the ways we broaden reading instruction. Vocabulary and spelling are taught contextually and independently. Daily writing and editing activities expand the communications aspect of language arts. Children receive regular feedback on their progress and instruction that nurtures writing development to meet district standards and benchmarks. In conclusion, our reading program was adapted to reach all students at their current level. Teachers provide interventions to help struggling students and formulate activities to challenge students and promote higher level thinking through differentiated instruction.

3. Mathematics:

The Ohio Mathematics Academic Content Standards provide a comprehensive foundation for all students to think and reason mathematically in their daily lives. The six standards include number, number sense, and operations; measurement; geometry and spatial sense, patterns, functions and algebra; data analysis and probability; and mathematical processes. The math standards are taught using a variety of materials and instructional strategies.

West Blvd. Elementary students experience hands-on learning to enhance the understanding of math concepts. Skills are reinforced through collaboration with peers, teacher directed lessons, and additional programs that challenge the advanced learner, as well as give small group and individual help with struggling students. *Investigations in Number Data and Space* is a multi-level teaching practice which we utilize for classroom instruction designed to engage students understanding of mathematical ideas. Investigations lends itself to differentiated instruction by allowing opportunities for exploration so children can build on the ideas they already have and learn about new situation as well as thinking and reasoning about unfamiliar problems. Each curriculum unit focuses on an area of content in depth,

providing time for students to develop and practice ideas across a variety of activities and contexts that build on each other. Teachers also complement math skill instruction with Calendar Math activities. Students are exposed to analyzing data, examining patterns, exploring mathematical relationships, and communicating their thoughts. The variety of activities, such as math centers, encourage students to reason mathematically, to develop problem solving strategies, and to communicate their thinking using numbers and words within models, diagrams, graphs and journals.

West Blvd. created a Math Mentor program that utilizes a researched based curriculum that correlates to the Ohio Department of Education's Content Standards for Mathematics such as Math Navigator and Buckle Down. Lessons are adapted and coordinated within classwork to include word problems and computational skills. Students involved in the program also have access in and out of school to math internet websites that correlate activities with the Ohio Dept. of Education's Content Standards for Mathematics. Our Math Mentor program uses community involvement from a variety of institutions and community members including local state university students, local church members, former teachers, and parent volunteers.

4. Additional Curriculum Area:

The use of technology at West Blvd. Elementary School is crucial to the development of student's knowledge and understanding of current content standards. Technology is implemented within the classrooms as a tool for instruction while the same technology is being taught to the students in our computer lab. Examples of this being the Interwrite Boards, Turning Point software, and document cameras. Students utilize the computer lab for understanding of the Ohio Technology Content Standards as well as processes that include keyboarding, word processing, and multi-media exposure.

Technology is a crucial and integral element of all curriculum areas. It is very important for students to cultivate an understanding of when technology is the appropriate choice to solve a problem, how to use the specific technology, and how to recognize the vast impression it can make on society. The teachers choose to meet these needs by implementing our Science standards through the use of Interwrite Boards, Turning Point Technology with remotes, the Motic Microscope, the Flip Video Camera, and the Elmo machine. These tools are useful as a means of allowing the students to be active hands-on learners. Teachers provide lessons through United Streaming, which is listed by Ohio content standards, and benchmarking through Turning Point. Through hands-on experiments, students are required to identify the proper tool that is needed for the experiment, how to use the equipment, and how the tool impact our daily lives. Through the use of computers in the classroom, as well as at home, the students are able to research assigned projects, such as our end of the year science fair. The impact on humans' daily lives is also seen through technology that is brought into the school/classroom. This has been demonstrated through Cosi Science coming into the school and engaging all students with interactive robotics lessons through small group activities. Through a visit from our local meteorologist, students understand how technology is necessary in various areas of our lives. Also, utilizing the Flip Video Camera, all students are able to create a weather forecast, be videotaped, download it to the computer, and reveal their knowledge of weather forecasting to the rest of the students. The Flip Camera is also a useful tool to film students who are actively engaged in demonstrating their knowledge of the required science standards, and subsequently sharing it with the community via our school website. Students not only gain an understanding of the technology and its usefulness in their lives, but also the affect that this ever changing technology has on the world around them.

5. Instructional Methods:

West Blvd. Elementary School goes to great length to identify and meet the diverse needs of all learners. In order to be successful, it is the job of the entire staff to assess where a student lies with regards to academic knowledge and levels of mastery. We utilize our diagnostic tools and evaluations to target those students who require additional intervention, or remediation or special education services.

Any student who is struggling academically and/or socially will be scheduled and discussed at our IAT meetings. Prior to the IAT meeting on a student, teachers are required to complete a referral form which indicates communication with parents (parents' views), strategies already utilized within the classroom, and comparison of data from previous benchmarking assessments. Our team will establish additional accommodations or suggest different strategies to meet the needs of these students.

Through our team approach, it is a relatively easy transition for a student to be assigned to a different teacher's classroom. Doing this allows us the opportunity to provide struggling students with an inclusion environment. Having two teachers within one classroom setting helps enable teachers to focus on to students' specific learning styles such as verbal, linguistic and kinesthetic. This environment is also conducive to smaller groups which allow us to institute different leveled practices and assessments based on the needs and abilities of these students.

West Blvd. provides a wide range of intervention opportunities to ensure the needs of the students are being met. Our building practices guarantee students are not missing any instructional time while others are receiving intervention services. The classroom teacher provides reviews and extension activities of previously instructed topics during this time. It is imperative to clarify that our intervention programs are utilized for all learners.

Decision making in all areas of instruction is based on regular, on-going pre and post assessments of the grade level indicators derived from the Ohio Academic Content Standards. West Blvd. Elementary uses many different instructional methods to facilitate learning. We implement hands-on instruction, games, and activities to create a positive learning environment for all students. We provide our students with certified teachers for Title I, which is a federally funded program, staff that provide small group instruction and encourage learning for students who are at risk. For the majority of children, intervention is provided by the classroom teacher. The teacher diagnostically determines strengths and weaknesses and then appropriately selects materials and research-based strategies to teach in small groups to increase student learning. Additionally, the school's special education teachers are trained in research-based techniques and interventions and are required to utilize the same assessments, materials and approaches used by classroom teachers. This combination of high-quality diagnostic teaching, understanding the needs of the individual student, solid research-based early intervention and special education that match classroom practices has resulted in increased achievement for all students.

Classroom instruction may include extension, enrichment, and intervention activities, while incorporating multiple intelligences and all levels of Bloom's Taxonomy. West Blvd. teachers are free to pull from a variety of resources which support and extend the core curriculum in order to effectively teach the grade level indicators. Daily instruction is enhanced through technology such as United Streaming and virtual academic field trips. In conclusion, our school works diligently to create a stimulating learning environment for all students.

6. Professional Development:

The Boardman Local Schools and West Blvd. Elementary consider professional development a critical component of ensuring student achievement. We believe teachers should be active members of the learning community. Due to this strong belief, the district has made considerable investments of time and resources to further the education of staff members through professional development to better help our students, school and community.

Professional development opportunities are determined by the ever changing needs of our students and staff. These opportunities are directly related to our building's CIP and data pertaining to student success. An example of this being the introduction of co-teaching and inclusion practices by Mr. Rick Welsh from Educational Consulting. Mr. Welsh has provided the staff with three phases of training that occurred over the last three years. Models for co-teaching and adapting instruction as well as teaming strategies for the different learning styles (Kinesthetic, Linguistic, Spatial) were discussed and reinforced through role playing and observation. Additional on-going professional development opportunities include Guided Reading with Dr. Gail Saunders Smith, mclass Data Reporting with Mr. Steven King from Wireless Generation and DIBELS Data Analysis with Mrs. Karen Dennison.

All professional development has been centered on the implementation of the Ohio Academic Content Standards for all curriculum and instruction in English/Language Arts, mathematics, social studies, science and fine arts. Additional teacher in-services are developed through data collected from state achievement test results, requests from teachers and the needs of our students. County consultants meet with building principals to help enhance professional practice and determine the academic needs of each building. Teachers engage in book study groups, work on county curriculum committees, attend workshops, and enroll in college courses. Weekly team meetings, monthly staff meetings, and

professional development opportunities focus on areas such as assessment practices, learning materials and best teaching practices.

7. School Leadership:

West Blvd. Elementary School's administrator sets the educational standards and goals and establishes the policies and procedures needed to achieve them. He continually develops academic programs, monitors students' educational progress, and motivates teachers and other staff while meeting the needs of the staff, students and school community.

Our administrator sets the academic tone and works actively with teachers to develop and maintain high curriculum standards, assessment criteria, and establish performance goals and objectives. Our school has an ever increasing need to be involved with the emotional welfare of our students, as well as their academic achievement. As a result, our administrator is presented with difficult situations regarding student wellbeing. Due to these factors, our administrator created programs such as our Big Brother Big Sister program, Math Mentor program and Student Snack Sack program. He is an instructional leader to the staff but more importantly an advocate for student welfare and success.

Our administrator believes that we have to work together with our parents, caregivers, and community to give our students the best education possible. Believing in this, our administrator takes an active role within our community. He has also aligned our school within the National Network of Partnership Schools. He is involved with the Youngstown Community Food Bank, Big Brothers Big Sisters of the Mahoning Valley, Boardman Community Baseball/Soccer organization, and he is member of the Applewood Swim and Tennis board of directors.

He actively obtains funds to sustain programs we currently have at West Blvd. by involving community businesses and organizations. These programs involve the academic, social, and emotional needs of our students. We currently partner with seven outside organizations to help with staffing, funding and program activities. Our administrator makes the effort to thank all businesses and/or organizations that contribute time, energy or resources with student and staff generated letters, as well as board recognition.

West Blvd. Elementary School's administrator prides himself on having open two-way communication from school to home and home to school. Our administrator implemented the use of student agenda books. These books are sent home to be signed and returned the next day which allows for daily correspondence. We communicate through our website, teacher weekly updates and calendars, administrator's monthly bulletin, PTA meetings, our school's television network and the Teacher Education Connection. Our administrator also shares with all of our parents that his phone number is in the phonebook and if a situation needs immediate attention, they are to call him at home.

West Blvd. teachers and administration models the life-long learning practices that we desire for our students and are encouraged to share best practices with all stakeholders. Our administrator sets the expectation of excellence to attain through his knowledge, understanding, and love for children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% At or Above Proficient	99	100	95	99	96
% At or Above Accelerated	76	91	71	70	70
Number of students tested	86	77	98	90	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	100	100	92	96	93
% At or Above Accelerated	58	93	65	56	60
Number of students tested	31	29	26	27	15
2. African American Students					
% At or Above Proficient				92	
% At or Above Accelerated				33	
Number of students tested				12	
3. Hispanic or Latino Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
% At or Above Proficient	100		88	93	
% At or Above Accelerated	60		75	50	
Number of students tested	10		16	14	
5. English Language Learner Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
6. White					
% At or Above Proficient	99	100	97	100	95
% At or Above Accelerated	82	93	73	75	69
Number of students tested	68	70	86	73	62
NOTES: The Ohio Department of Education has three designations for students who demonstrate proficiency. These being: Proficient, Accelerated, and Advanced. In part VII, scores are indicated as % at or above proficient and % at or above accelerated.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above Proficient	99	99	95	92	94
% at or above Accelerated	88	91	85	76	80
Number of students tested	86	77	98	90	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above Proficient	100	97	92	85	80
% at or above Accelerated	94	90	81	44	73
Number of students tested	31	29	26	27	15
2. African American Students					
% at or above Proficient				83	
% at or above Accelerated				58	
Number of students tested				12	
3. Hispanic or Latino Students					
% at or above Proficient					
% at or above Accelerated					
Number of students tested					
4. Special Education Students					
% at or above Proficient	90		100	86	
% at or above Accelerated	80		94	50	
Number of students tested	10		16	14	
5. English Language Learner Students					
% at or above Proficient					
% at or above Accelerated					
Number of students tested					
6. White					
% at or above Proficient	99	99	95	93	95
% at or above Accelerated	87	91	86	78	82
Number of students tested	68	70	86	73	62
NOTES: The Ohio Department of Education has three designations for students who demonstrate proficiency. These being: Proficient, Accelerated, and Advanced. In part VII, scores are indicated as % at or above proficient and % at or above accelerated.					

11OH10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% At or Above Proficient	100	98	93	95	94
% At or Above Accelerated	87	83	70	79	60
Number of students tested	82	101	98	82	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	100	90	94	90	89
% At or Above Accelerated	81	80	67	63	28
Number of students tested	32	20	33	19	18
2. African American Students					
% At or Above Proficient			77		
% At or Above Accelerated			46		
Number of students tested			13		
3. Hispanic or Latino Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
% At or Above Proficient	100	100	64		64
% At or Above Accelerated	82	44	21		36
Number of students tested	11	16	14		14
5. English Language Learner Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
6. White					
% At or Above Proficient	100	100	95	95	95
% At or Above Accelerated	89	88	74	79	61
Number of students tested	73	88	78	76	85
NOTES: The Ohio Department of Education has three designations for students who demonstrate proficiency. These being: Proficient, Accelerated, and Advanced. In part VII, scores are indicated as % at or above proficient and % at or above accelerated.					

11OH10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% At or Above Proficient	99	96	94	92	88
% At or Above Accelerated	63	58	50	48	52
Number of students tested	82	101	98	82	94
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	97	90	91	90	83
% At or Above Accelerated	53	55	39	21	28
Number of students tested	32	20	33	19	18
2. African American Students					
% At or Above Proficient			92		
% At or Above Accelerated			39		
Number of students tested			13		
3. Hispanic or Latino Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
4. Special Education Students					
% At or Above Proficient	91	100	86		64
% At or Above Accelerated	46	44	36		21
Number of students tested	11	16	14		14
5. English Language Learner Students					
% At or Above Proficient					
% At or Above Accelerated					
Number of students tested					
6. White					
% At or Above Proficient	99	98	94	92	92
% At or Above Accelerated	69	59	51	47	55
Number of students tested	73	88	78	76	85
NOTES: The Ohio Department of Education has three designations for students who demonstrate proficiency. These being: Proficient, Accelerated, and Advanced. In part VII, scores are indicated as % at or above proficient and % at or above accelerated.					

11OH10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above proficient	100	99	94	97	95
% at or above accelerated	82	87	71	75	65
Number of students tested	168	178	196	172	163
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	1	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	100	95	93	93	91
% at or above accelerated	70	87	66	60	44
Number of students tested	63	49	59	46	33
2. African American Students					
% at or above proficient			77	92	
% at or above accelerated			46	33	
Number of students tested			13	12	
3. Hispanic or Latino Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	100	100	76	93	64
% at or above accelerated	71	44	48	50	36
Number of students tested	21	16	30	14	14
5. English Language Learner Students					
% at or above proficient					
% at or above accelerated					
Number of students tested					
6. white					
% at or above proficient	100	100	96	97	95
% at or above accelerated	86	91	74	77	65
Number of students tested	141	158	164	149	147
NOTES: The Ohio Department of Education has three designations for students who demonstrated proficiency. These being: Proficient, Accelerated, and Advanced. In part VII, scores are indicated as % at or above proficient and % at or above accelerated.					

11OH10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
SCHOOL SCORES					
% at or above proficient	99	98	95	92	91
% at or above Accelerated	76	75	68	62	66
Number of students tested	168	178	196	172	163
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	2	1	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% at or above proficient	99	94	92	88	82
% at or above Accelerated	74	73	60	33	51
Number of students tested	63	49	59	46	33
2. African American Students					
% at or above proficient			92	83	
% at or above Accelerated			39	58	
Number of students tested			13	12	
3. Hispanic or Latino Students					
% at or above proficient					
% at or above Accelerated					
Number of students tested					
4. Special Education Students					
% at or above proficient	91	100	93	86	64
% at or above Accelerated	32	44	65	50	21
Number of students tested	21	16	30	14	14
5. English Language Learner Students					
% at or above proficient					
% at or above Accelerated					
Number of students tested					
6. white					
% at or above proficient	99	99	95	93	94
% at or above Accelerated	78	75	69	63	69
Number of students tested	141	158	164	149	147
NOTES: The Ohio Department of Education has three designations for students who demonstrate proficiency. These being: Proficient, Accelerated, and Advanced. In Part VII scores are indicated as % at or above proficient and % at or above accelerated.					

11OH10